

Report on Options for Assessments Aligned with the Common Core State Standards

Presentation by the Michigan Department of Education

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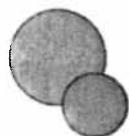
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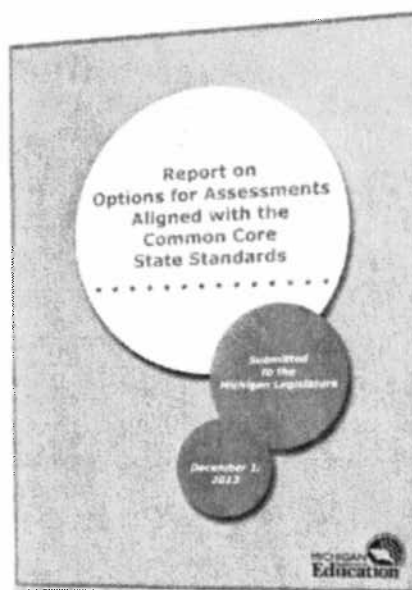
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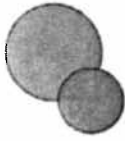
Materials

- Report
- Survey
- Full Responses
- Survey Question/Report Category Crosswalk



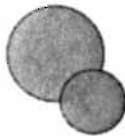
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- Three elements of a balanced assessment system: Summative, Interim, Formative
- Some categories the same across the three elements (e.g., Accessibility, Technical Requirements)
- Additional MDE sections on Local Implications and Summary Conclusions & Recommendations

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Chapter		



Development Process - Ratings

- MDE staff did not have sufficient time to evaluate quality of evidence or compare evidence across service providers
- MDE staff directed to only look for evidence accompanying the survey responses
- Nearly all options described in the survey responses are under development so much of the necessary evidence to evaluate quality does not exist yet



Development Process - Ratings

- Ratings are more about which solutions appear to be on track to meet state requirements
- In light of the caveats, MDE staff decided the rating categories below were the most appropriate

KEY: ● — Appears to fully meet requirements based on responses provided
 ○ — Unclear if meets or appears to partially meet requirements based on responses provided
 ○ — Does not appear to meet requirements based on responses provided
 NR — No response or did not indicate having a summative product

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Contents & Item Type Alignment	Mathematics				Science			
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	●	●	●	●	●	●	●	●
Science	●	●	●	●	●	●	●	●
Language Arts	●	●	●	●	●	●	●	●
History	●	●	●	●	●	●	●	●
Physical Education	●	●	●	●	●	●	●	●
Art	●	●	●	●	●	●	●	●
Music	●	●	●	●	●	●	●	●
Health	●	●	●	●	●	●	●	●
Technology	●	●	●	●	●	●	●	●
Foreign Languages	●	●	●	●	●	●	●	●
Other	●	●	●	●	●	●	●	●

Other Comments:

1. The alignment of the standards and the content of the standards is a key factor in determining the alignment of the standards and the content of the standards. The alignment of the standards and the content of the standards is a key factor in determining the alignment of the standards and the content of the standards.

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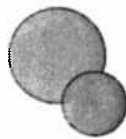




MDE Conclusions

- While many options may be viable across a limited number of characteristics, based on the survey responses obtained for this report, Smarter Balanced is the only viable option that addresses **all** of the following:
 - Sufficient content alignment
 - Adequate test security
 - Michigan control over personally identifiable student data
 - Michigan opportunities for involvement and governance
 - Computer Adaptive Testing
 - Cost effectiveness

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MDE Conclusions

- Continue involvement in Smarter Balanced development activities and administer these tests statewide in spring 2015
- Continue with executing the competitively bid contracts that expire in spring 2016
- Develop a Request for Proposals, using the information in this report as a basis, to be issued on a timeline conducive to new contracts being put into place for the 2016-17 school year

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Principles Guiding Report Development

- Essential that the following be fully addressed in order for MDE to stand behind the assessment system:
 - Alignment
 - Constructed Response
 - Local Burden
 - Cost Effectiveness
- Principles incorporated into the report through Category and assessment system elements structure

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Content & Item Type Alignment

- Evidence of alignment with the Common Core State Standards (CCSS) was a fundamental aspect of the report
- The CCSS contain rigorous concepts such as problem-solving, communicating reasoning and research, that are essential to career and college readiness
- Alignment, or sufficiently covering the breadth and depth of the CCSS means:
 - Evidence that all constructs were addressed, in particular the primary five subject areas (i.e., reading, mathematics, writing, listening and speaking)
 - Evidence that qualified educators (e.g., content expertise, experience with special populations, diverse background) are involved with item writing and review processes
 - Evidence that an array of item types would be available to measure the full spectrum of rigorous constructs

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Service Provider	Content Alignment				Item Types		
	Content aligned to the CCSS	Solution addresses all 8 content areas	Solution addresses all grade levels (K-12)	Qualifications for educators involved in alignment for content, construct and content progression	Standard item types (multiple choice and constructed response) will be available	Diversity of technology-enhanced item types will be available	Performance levels/assessments will be available
ACT Aspire	1	0	0	0	0	0	0
Amplify Education, Inc.	NR	NR	NR	NR	NR	NR	NR
College Board	0	0	0	0	0	0	0
CTB/McGraw-Hill	1	0	0	0	0	0	0
Curriculum Associates LLC	1	0	0	0	0	1	0
Discovery Education Assessment	NR	NR	NR	NR	NR	NR	NR
Houghton Mifflin Harcourt/Riverside	0	0	0	0	0	1	1
Measured Progress	0	0	0	1	NR	NR	0
PARCC	0	0	0	1	0	0	0
Scantron	NR	NR	NR	NR	NR	NR	NR
Smarter Balanced	0	1	0	1	0	0	0
Triumph Learning	NR	NR	NR	NR	NR	NR	NR



Michigan Control of Student Data

- Essential element of any large-scale assessment system used across multiple states, regardless of whether it's off-the-shelf or developed by a consortium of states
- Major theme of all Legislative hearings on CCSS

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Service Provider

Clear evidence the State of Michigan retains sole and exclusive ownership of all student data

	Retains sole and exclusive ownership of all student data
ACT Aspire	0
Amplify Education, Inc.	NR
College Board	0
CTB/McGraw-Hill	0
Curriculum Associates LLC	0
Discovery Education Assessment	NR
Houghton Mifflin Harcourt/Riverside	0
Measured Progress	0
PARCC	0
Scantron	NR
Smarter Balanced	0
Triumph Learning	NR



Additional Concerns

- Michigan Involvement – stakes are high, no room for black boxes
- Multiple Measures – strong Summative and Interim solutions are necessary
- Testing Time – modest increase to cover depth of Common Core standards; best controlled with computer-adaptive testing
- Data and Reports – a dynamic reporting system is essential
- Paper-Pencil Availability – not all schools will be ready next year
- Technology Readiness – bandwidth, student to device ratio, number of simultaneous users, variety of devices supported

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The Current Path is Best for Students

- Students are ready for online assessment
- Computer Adaptive Testing provides the best measurement
- Fully aligned summative and interim tests with the same types of items will provide multiple measures and rich information to teachers
- Adequate CR items on both summative and interim tests will help Michigan gauge student achievement on higher order thinking skills
- Comprehensive formative assessment resources are essential for supporting instruction
- Full suite of accessibility features is necessary for students with disabilities and English learners

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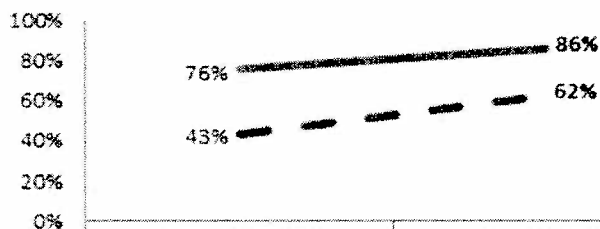


Online Testing Readiness

(December 2013 MTRAx Data)

Technology Readiness Trend

Percentage of Schools "Ready" for Online Testing



	December 2012	December 2013
Minimum Specifications	76%	86%
Recommended Specifications	43%	62%

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To date, 58+ Michiganders have played a leading role in Smarter Balanced

Assessment design & item development

- Michigan Educators
 - Item Writers
 - Item Reviewers
 - Scoring Guidelines
 - Digital Library Content
- Michigan Department of Education

Information technology & reporting

- Michigan Department of Education
- Michigan Department of Technology, Management and Budget
- Michigan Institutions of Higher Education

Governance & administration

- Michigan Department of Education
- Michigan Institutions of Higher Education

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